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NORMAL SCHOOLS.

NORMAL, from the Latin *normalis*, (*norma*,) originally meant according to the rule or square used by carpenters. Hence it became an expressive term to denote that which was according to established rule, or to well defined principles, or conformed to a pattern. A Normal School is one in which Didactics, or the principles of teaching, are taught, both as a science and an art—in theory and in practice. Teaching here assumes the character of a distinct profession. No profession more imperatively demands a special school for instruction in its appropriate science and methods. The difficulty of the science is equalled only by its importance. It is based on the most comprehensive of all sciences, the philosophy of the mind. It inquires what is the mind? What, more especially, is the juvenile mind? For it is far more difficult to comprehend the mind of the child than of the adult. What are its powers, capacities, and organic laws of growth? These laws are as positive and intelligible as those which regulate the growth of a plant. What is the relation of the mind to the body, and the mutual influence of the highest training and activity of each upon the other? What are the laws of bodily health as to ventilation, posture, school calisthenics and gymnastics? And the conscience—the most important of all our faculties, intel-

lectual and moral, designed to harmonize them all — when shall its culture begin, and by what means can it be best secured? What is the primary purpose of all intellectual education, to which all means and methods shall be strictly subservient? What is the order, as to time, in which the different faculties are to be addressed and developed? What the specific purpose and power of each faculty, and what exercises are most conducive to its healthful training? What are the various educational forces and instrumentalities? What are the special adaptations of each school study to particular necessities and faculties of the juvenile mind? The teacher, who has duly pondered this question, will no longer employ any text book or science as an end, but only as a means to the higher end of disciplining some particular faculty or faculties of the mind. A subject or exercise designed to train the perceptive faculties, the imagination, memory, or reflective powers, will be much more likely to accomplish its object when both that paramount end, and the adaptation of the means, are distinctly before the mind. What are the incentives to be employed by the teacher? This question includes the philosophy of motive, of influence, and persuasion. What are the sensibilities of the human soul? What emotions should the teacher awaken? What are the natural desires and affections which God has implanted as the impelling forces in our nature, and which are the springs of all action, to which all motives must be addressed: and that regal faculty in which all motives terminate, the will, how shall it be trained to assert and maintain its rightful supremacy, loyal to duty, yet superior to doubt, disdainful of ease, and delighting in labor and achievement? These questions point not to theories and abstractions, but to cardinal principles that can be mastered and applied to given cases, and definite results in education, as well as the principles of jurisprudence in the practice of law, or in the administration of justice.

The subject of school economy, organization, classification, programme of daily exercises, method of conducting recitations, the history of education, school laws, and the various modes of superintending and managing schools in the different States also demand consideration in the Normal School.

The elementary studies should here be reviewed for the purpose of considering the best methods of teaching them, and simplifying all

points to the comprehension of the juvenile mind, and also for the more complete mastery of each subject as *a whole*, instead of a dry study of isolated parts and facts, for such a fragmentary knowledge of any topic is chaotic—as different from its comprehension as a totality, as is a confused pile of bricks and lumber from a house. To the superficial, all things seem disconnected, and fragmentary, but the true teacher sees unity in diversity, arranges individuals in classes, and combines facts and details under comprehensive laws, that are at once simple and sublime. A peculiar and invaluable discipline may be gained by the study of any subject with the specific aim of teaching it. The process is a very different one from that usually adopted for the purpose of recitation, or mere information, and furnishes the best culture of the memory, while it directly tasks and disciplines the judgment. The subject must be thoroughly understood in itself—its completeness as a unit—and in all its parts and collateral relations. There is a great variety of processes to illustrate the same lessons, and only the teacher who thoroughly understands both his profession and the subject can happily adapt the countless varieties of method to the various diversities of mind. In this great work, the most exalted talents, even when enriched by all the treasures of science, will find ample employment for all their resources.

It is also an appropriate aim of the Normal School to advance its pupils in the higher branches of learning. The teacher should be emphatically a scholar; and “the more he knows of everything, the better he can teach anything.” But the Normal School does not properly come in competition with High Schools and Academies. It would take their graduates, and give them professional training and additional culture. As a matter of fact, those who have had the fullest previous instruction most highly appreciate the advantages of the Normal School, while the greatest hindrance to its more complete success is the want of adequate preparatory training on the part of candidates, and the consequent necessity of turning aside from Didactics and Teaching Exercises, to supply their deficiencies in the elements of knowledge. In some of the schools, the standard of admission is advancing, and it must be raised still higher in all, before the Normal School can fully answer its mission. Great and happy as are the results already accomplished, its capacities far exceed its achievements.

HISTORY OF NORMAL SCHOOLS.

THEIR origin has sometimes been traced to certain schools, established in Germany, nearly three hundred years ago. But those Institutions seem to have had no specific method for training teachers in distinction from other schools. The first seminary with a distinct plan for the preparation of teachers, was established in Stetten about eighty miles north of Berlin in 1735. Among his various efforts to render his capital more worthy of his extended dominions, Frederic the Great founded a Normal School in Berlin in 1748. Another was organized at Halle in Hanover, in 1757. Since the beginning of the present century, Normal Schools have rapidly multiplied in number, and advanced in character. In some of the German States the great majority of the teachers are graduates of the Normal Schools. The first regularly organized Normal School in France was established in 1810, and in Holland in 1816, and, since that day, they have been introduced into all the countries of Europe, that have any system worthy of the name of free public schools. According to the most recent authorities, there are more than 90 in France, 40 in England, nearly 50 in Prussia, 13 in Switzerland, 11 in Austria, and a proportionate number in Saxony, Hanover, and Bavaria. Sardinia has lately established Normal Schools, including one for female teachers, and introduced a system of public instruction, unsurpassed by any other country in Europe, which has already exerted a marked influence upon the public mind, and perceptibly lessened pauperism and crime. No country of Europe has experienced so great and happy a change within the last ten years. The elevated position which Sardinia has acquired among the nations of Europe, and the rapid development of her financial, commercial, agricultural and military resources, are due to the regenerating influence of her free institutions of government and of education. Her progress is without precedent or parallel in Europe, and she is now acknowledged to be the moral centre of the Italian States. Among the most efficient agents in this great achievement was Antonio Rosmini, the eminent philosopher, teacher, and founder of their Normal Schools.

A Normal School for females is an American institution, and

still a novelty in Europe. One has been established in Belgium, one in Saxony, and another is munificently supported in Athens, Greece. This school owes its origin to the well-directed efforts of Rev. J. H. Hill, D. D., for more than thirty years an American missionary in Athens. But, hitherto, female teachers have not been employed to any considerable extent in Europe, either as principals or assistants, even in the smallest village or country schools. In the American Normal Schools, probably nearly three-fourths of the members and graduates are females. The whole number of Normal Schools in Europe is now about three hundred.

Some valuable suggestions on the training of teachers were made by Elisha Ticknor, in the *Massachusetts Magazine*, in 1789; but to Professor Dennison Olmstead seems to belong the credit of first publicly advocating in America the necessity and advantages of a seminary devoted exclusively to the training of teachers. In 1816, while a tutor in Yale College, he delivered one of the Masters' Orations "on the State of Education in Connecticut," in which he aimed to show that the secret of the great defect in our school education was the ignorance and incompetency of the teachers, and the only remedy was a "seminary for schoolmasters." Eight years before, he had been a teacher in the common schools of Connecticut, and, for the two preceding years, principal of the New London Union Academy. His views, original with himself, were formed from a personal knowledge of the defects of common school instruction. His plan involved a two years' course, admission upon examination, and free tuition. He took all opportunities to explain his project, and urge it upon the attention of public men and prominent friends of education. He had just matured a plan for an extended series of newspaper articles on the subject, when he received the appointment of Professor of Chemistry in the University of North Carolina. His hesitation in accepting this situation arose solely from his reluctance to abandon this long-cherished scheme for the establishment of a seminary for schoolmasters.

But nine years later, there seems to have been an almost simultaneous, though unconcerted movement for a teachers' seminary on the part of several of the most earnest friends of education. That eminent legislator, De Witt Clinton, evinced his true statesmanship

in nothing more clearly than by his early appreciation and earnest advocacy of the cause of popular education. In his Message to the Legislature, in 1825, Governor Clinton recommended a seminary for teachers, and repeated the recommendation the next year, with a plan contemplating the expenditure of \$200,000 for buildings alone. The same year, James G. Carter, of Massachusetts, and Rev. Thomas H. Gallaudet, each called public attention to the necessity of Normal Schools in a series of newspaper articles, which were published in separate pamphlets, in Boston, in 1826. These articles attracted much notice. The *United States Review*, edited by Theophilus Parsons, strongly commended them and their object to public favor, and Professor Ticknor gave an outline and earnest advocacy of their plan in an article in the *North American Review*, 1827, a portion of which was republished in London, in 1828, by Professor Boyce, in his "Sketch of a Plan for a System of National Education for Ireland," with the frank acknowledgment that the first regular advocacy of Normal Schools before an English public, came from America. The same year, a memorial on this subject was presented to the Legislature of Massachusetts by James E. Carter, and his efforts were warmly seconded by Emerson, Brooks, Woodbridge, Channing, Russell, Stowe, and others. A bill making appropriations was reported by the Committee on Education, of which Hon. William B. Calhoun, of Springfield, was chairman, and "was lost by one vote in the Senate."

Rev. S. R. Hall, author of "Lectures on School-Keeping," opened a school for teachers in Concord, Vermont, in 1823, which he continued for seven years, when he took charge of the "Teachers' Seminary" at Andover. This was the earliest school of the kind in this country. Says Hon. Henry Barnard, "Here, in an obscure corner of New England, under the hand of one who was, to a remarkable degree, self-taught, self-prompted, and alone in planning it, was an institution with all the essential characteristics of a Normal School, eighteen years before the Massachusetts movement had reached that point of development which secured the establishment of the Normal School at Lexington." In 1835, a "Teachers' Seminary" was established at Andover, as a separate department of Phillips Academy. The course of study occupied three years, and included about "fifty lectures on school-keeping."

These private enterprises practically illustrated and enforced the current arguments for the professional training of teachers.

In 1837, the American Institute of Instruction memorialized the Legislature on the same subject. This memorial, prepared by George B. Emerson, was pronounced "the ablest argument in behalf of a Normal School which has yet appeared." On the recommendation of the Governor, Edward Everett, and in accordance with a memorial of the directors of the American Institute, also from the pen of Mr. Emerson ; and, through the efficient influence of the Chairman of the Committee on Education, Hon. James G. Carter, the Board of Education was instituted in 1837. Its first Secretary, Hon. Horace Mann, and all its members, were the earnest advocates of Normal Schools.

Rev. Chas. Brooks rendered an important service in arousing popular attention to the importance of Normal Schools, in numerous lectures given in various parts of Massachusetts, and in other States. His theme everywhere was the maxim which he had received from Dr Julius, of Prussia, his companion homeward across the Atlantic. "As is the Teacher, so is the School." In 1839, Hon. Edmund Dwight, who cordially espoused the educational plans of Hon. Horace Mann, authorized him to offer ten thousand dollars, on condition that the State would appropriate an equal amount for the sake of trying the experiment of a Normal School. This offer was accepted by the Legislature, and the first Normal School in America — that now located in Framingham — was opened at Lexington, July 3, 1839. It began with only three pupils, in the face of so much opposition that it was for some time feared that it would die at its birth, or be stifled in its cradle. But for the faith, courage, and tact of the Principal, Cyrus Peirce, the experiment would have failed. The school now at Westfield, was opened at Barre, on the 4th of Sept. 1839, and that at Bridgewater, on the 9th of Sept. 1840, and the school at Salem, Sept. 13, 1854. The whole number of members of these schools is 4,267. Number of graduates, 2,525. In 1827, the Legislature of New York, in accordance with the recommendation of Governor Clinton, passed an act providing for the establishment of a Normal School, but, through the persevering opposition of the Hon. John C. Spencer, it was not carried into operation. He strenuously advocated

the doctrine that, "our great reliance for nurseries of teachers must be placed on our colleges and academies. Competent teachers must be provided, and the academies of the State furnish the means of making that provision." In 1835, a Teacher's department was engrafted upon eight academies, and three years later the number of recipients of the income of the "Literature Fund," was doubled, and \$28,000 a year was granted to sixteen academies. In 1841, Bishop A. Potter —then Professor in Union College — one of the Commissioners appointed to visit and examine these abnormal academies, urged, in his report, the abandonment of the system, and the establishment of a regularly organized Normal School. Mr. Spencer persisted in the defence of academies, as the best schools for teachers, and a still larger number of beneficiary academies were enlisted in this service. But the experiment was not successful. After a trial of eight years, the Hon. Samuel Young, Superintendent of Public Instruction, reported that this plan of "the special qualification of teachers for the common schools had practically failed." In May, 1844, New York established a Normal School at Albany. The annual appropriation for its support is now \$12,000, which — with the income from the Model School, \$2,600, in all, \$14,600 — makes this one of the most liberally supported institutions of the kind in the country. The full expectations of its friends have been realized by the results of this school, and similar institutions are now earnestly demanded in other parts of the State. It is obvious that one such school cannot meet the wants of a State employing twenty-five thousand teachers annually, and, says the State Superintendent, "the fitness and necessity of such institutions are beyond a doubt." The whole number of pupils who have been connected with the school is 3,408; Graduates, 1,158; present number, 263. The Model School averages about 100 pupils. The plan of a teacher's department in academies has not yet been wholly abandoned in New York. From \$15,000 to \$20,000 are still annually appropriated for this purpose, under the direction of the regents, who express, in their report, serious and long-cherished doubts as to the wisdom of this policy. These academies, with few exceptions, seem to have no special professional training adapted to the wants of teachers, "who are taught with the other pupils" without any distinct instruction

in didactics. "The sum received by any academy, not exceeding one hundred and sixty dollars, is too small to enable it to employ able and efficient teachers for this specific purpose."

The Normal School at Toronto, Canada West, was opened in 1847. It has large and commodious buildings, costing, with furniture, grounds, and apparatus, one hundred thousand dollars, and is supported at an annual cost of ten thousand dollars. Besides this, four thousand dollars are appropriated annually to assist in defraying the expenses of indigent members. The Model School numbers about 400 pupils. The whole number of pupil-teachers who have been connected with the school for a longer or shorter time, is 2,805, of whom 1,480 have received "certificates."

In 1849, Professor William Russell, who had advocated the professional training of teachers, twenty-six years before this date, opened a private Normal School in New Hampshire, which, four years later, was removed to Lancaster, Massachusetts, where it was continued several years, on a very liberal plan. Probably no man living has personally aided in training an equal number of teachers, in Institutes, Normal Schools, Academies, Colleges, and private classes, to say nothing of the wider influence of his numerous textbooks, and his editorial labors, commencing with the first educational Journal published in America.

Connecticut opened a Normal School in New Britain, in 1850, at first, as an experiment for five years; but its success soon disarmed prejudice, and converted not a few opponents to earnest supporters, and secured its permanent establishment. It must have been a pleasant duty to the late Rev. Mr. Gallaudet to assist in the dedicatory services of this institution, founded just a quarter of a century after the publication of his admirable articles, in the *Connecticut Observer*, on "Seminaries for Teachers"; and it seems a fitting tribute to his memory, as one of the earliest and ablest advocates of Normal Schools, that the Literary Association, formed, during the first term, by the members of the school, for mutual improvement, and still flourishing, is named the Gallaudet Society. The whole number of members ever connected with this school is 1,844, of whom 138 have completed a three years' course. The Model School has over 500 pupils, meeting in eight different school-rooms. A permanent instructor is employed in each room. The pupil-teach-

ers have the opportunity of observing the most approved methods of instruction in the different branches, in all the various grades of the Model School ; and, in the latter part of the course, each is expected to test and apply his professional skill in actual teaching.

A private institution for training teachers was opened in Providence, Rhode Island, in 1852, by Professor S. S. Greene and Dana P. Colburn. Impatient of the slow operation of theories and arguments in securing popular favor, they determined at once to present to the people and the Legislature an actual demonstration of the utility of the Normal School. So manifest were the results of their work that, in two years, it was adopted as a State institution. It is now located at Bristol, and has had in all 506 pupils.

The Normal School of Michigan went into operation at Uplanti, in 1853. It has enjoyed great prosperity, is liberally supported, has "eleven regular professors and other teachers," and three hundred students. The whole number ever connected with the school is over twelve hundred. The first edifice was destroyed by fire, in 1859. The new building was dedicated on the tenth of April last, and the summer term opened with large numbers. Eighty graduates, who have completed the full course of two years and a half, are now teaching in "Union Schools" in Michigan. The Model School embraces a complete academic course of study.

The New Jersey Normal School was opened at Trenton, in October, 1855. The Trustees had been much embarrassed by the number of munificent offers from different towns and cities to secure the location of the school. Through the liberality of Paul Farnum, Esq., and of the citizens of Trenton, magnificent buildings were provided for the Normal, Model, and Preparatory Departments, at a cost of more than \$100,000. This institution is warmly cherished by the people, liberally supported by the legislature, and is fully attended. It has already exerted a manifest influence upon the public schools of the State, and awakened new interest in the cause of popular education. The whole number received is 355. Graduates, 146. Pupils in the Model School, about 300. The Preparatory Department, designed to test and train the candidates for the Normal School, has over 100 pupils.

The State Normal University of Illinois was established, in 1857, at Bloomington, which offered the liberal sum of \$141,000

to secure its location. It has an annual appropriation of \$10,000 for its support. The building, now nearly completed, the largest, most imposing, and substantial one of the kind in the country, is beautifully situated on a high, rolling prairie. The grounds comprise fifty-six acres, laid out in the best style of landscape-gardening, and adorned with a great variety of flowers and shrubbery. The edifice is designed to accommodate three hundred Normal scholars, and two hundred Model-School pupils, besides commodious rooms for Library, Apparatus, Cabinet, etc. This school began under very encouraging auspices, and is manifestly growing in popular favor, and promises to exert a decisive influence in advancing the cause of education through the State, and dispelling the Egyptian darkness which still overshadows its southern border. About 200 students have already been connected with the institution. The Model School is also in successful operation.

The Normal School of South Carolina went into operation, at Charleston, in May, 1859. The State and the city of Charleston appropriate each \$5,000, annually, for its support. The school has a double purpose ; first, to be a Normal School for the State at large, and second, to be a High School for the city of Charleston. This school has 109 pupils.

The State Normal School of the First Normal District of Pennsylvania, at Millersville, was legally "recognized" as a State Institution in December, 1859. The buildings are large, costing \$60,000, and furnishing *boarding* accommodations for three hundred students, and school room for four hundred. It is managed by a private corporation, "while acting by State authority and possessing authority to grant diplomas to its graduates, which will exempt them from all examination." This school receives no pecuniary aid directly from the State. The "Normal School Act," passed in 1857, and modified in 1859, divides the State into twelve districts, each one of which is authorized, under certain conditions, to establish a school for the professional training of teachers," and the town committees, or "Board of Directors," are authorized to pay the Normal School \$20 annually for the tuition of one teacher from each Common School District. Physical training seems to receive special attention. The law requires that "each Normal School recognized by the State shall possess an

area of ground of not less than ten acres in one tract, the whole of which shall be prepared and used as a place of gymnastic exercises and healthful recreation, except so much as shall be occupied by the buildings, botanical gardens, etc."

During the winter of 1860, a Normal School was established in Winona, Minnesota, which is to go into operation in September next. Wisconsin has a school fund, which will soon amount to \$4,000,000, and also a university fund of \$312,000, and still other funds to be given to Normal Institutions. The plan of Hon. Henry Barnard, Chancellor of the University, is "to organize normal classes in each of the high schools, academies, and colleges; to establish normal classes at two or more points of the State for a professional course of four months for teachers already engaged in teaching; and, to crown the whole, by a Central Normal School."

Iowa connected a Normal Department with the State University, and, though the university has been temporarily suspended for the want of funds, arising from "the universal depression of all kinds of business," the Normal School continues in successful operation, with sixty students. A Model School is also maintained. In 1856, a Normal School was opened in Kentucky, in connection with Transylvania University. Its founders claimed that it commenced under more favorable auspices than any school in the country; but it hardly survived two years. Nor was its early failure a matter of surprise to the intelligent friends of education. It was not a separate department, but a mere appendage to another institution, without that distinct plan, and those peculiar methods of professional training, which are essential to the true Normal School.

The Normal School has nowhere been truly successful, where it has been made only an adjunct to another institution. Its special character and distinct aim demand a separate school as much as the study of law, medicine, or theology. The acknowledged failure of the experiment carried on in New York for so many years at great cost, and under the most favorable circumstances, furnishes an instructive lesson to those who are disposed to profit by the experience of the past. The costly mistake of New York did not, however, prevent its repetition by Kentucky, and, during the

last winter, Maine appropriated three thousand dollars to secure a Normal department in some twenty existing academies. However prosperous and excellent they may be, or however much any of them now falling into decay, may need this bounty of \$150 from the State, all past experience in this country and in Europe, confirms the apprehension that they will be found inadequate to the special object proposed — the professional training of teachers.

Though the subject has been much discussed and numerous petitions presented, and the Committee on Education have matured and recommended plans and bills, the Legislature of Ohio has as yet made no provision for the proper professional training of teachers. The State Teachers' Association, encouraged by the liberal donation of a building and grounds by Cyrus McNeely, opened a Normal School at Hopedale. The school, though prosperous at the outset, was suspended for a time for the want of funds. According to the original plan of the Association, it was to be supported "by a self-imposed tax of one and a half per cent. on the salaries of the teachers." The Southwestern Normal School, established at Lebanon in 1856, is still continued as an individual enterprise. The Teachers' Association is now urging upon the Legislature the policy of organizing and liberally supporting at least four Normal Schools. The establishment and continued support of a Normal School involved too heavy pecuniary responsibilities to be long sustained by such a voluntary society. In consideration of their straitened circumstances and very limited salaries, this generous effort reflects much credit upon the Association, and very happily illustrates the characteristic disinterestedness and public spirit of teachers as a class. In like manner the early efforts in behalf of Normal Schools in Massachusetts were sustained, if not originated, by the teachers, some of them at the head of private schools, whose pecuniary interests were likely to suffer by the elevation of the profession and the improvement of the public schools. And, at the present day, a somewhat extensive acquaintance with them in their county Associations, in Institutes, and in visiting their schools in all parts of the Commonwealth, has exalted our estimate of their generous devotion to the public good, and strengthened our conviction, that, with occasional exceptions, they are most earnest advocates of the Normal system, unrestrained by the selfish consideration that it may

ultimately tend to supplant their schools, and create a demand and a supply of better qualified candidates for their places.

We shall not here mention the many private institutions in different parts of the country, whose tumid circulars and advertisements assume the "Normal" prefix, although they resemble the thing chiefly in the name, and stint in the performance as much as they excel in promises, with no adequate provision for that professional training in didactics, which is the essential characteristic of the Normal School. When the Normal department is a mere "suffix" to another school, it must obviously lack that unity of aim, completeness of plan, and professional spirit which are indispensable to a seminary for teachers. It is absurd to expect the Principal of a High School or Academy, who is to teach all studies from the common English branches up to the higher mathematics, the classics and the natural sciences, to be prepared to give adequate instruction in the science and art of education.

In British America, besides the Provincial Normal School at Toronto, already described, there are three others in successful operation; one at Truro, Nova Scotia, one at St. John's, New Brunswick, one at Charlottetown, Prince Edward's Island.

The best system of public instruction in the South American States is found in Chili. Her first Normal School was established in 1843, before they had been introduced anywhere else on this continent, except Massachusetts. It has a commodious edifice, beautifully situated on highly cultivated grounds in the vicinity of Santiago, is liberally supported by the State, and has a three years' course of study, with about one hundred students. Another similar school for females is now in successful operation, and "Model Schools" have been established in many of the larger towns. Normal Schools have recently been introduced in Norway and Sweden, and plans are now maturing for the establishment of a Normal School in Madura, India.

City Normal Schools, for the preparation of female teachers, have been supported for some years in Philadelphia, Boston, Cincinnati, and St. Louis. That in Philadelphia was opened in 1848; the one in Boston, in 1852, and, after a trial of three years, the term of study was extended from two to three years, and the *curriculum* so arranged as to include "all the higher branches

usually taught in High Schools." It combines, under one organization, two distinct elements,—a Girl's High and Normal School; and, while it is ably conducted, and has furnished a class of well-educated teachers for the higher grades of schools, it has not yet assumed that distinct, professional character, and given that prominence to didactic exercises, which are necessary to qualify its members for that most difficult and important position, the instruction of the Primary Schools.

The St. Louis Normal School began in October, 1857, and its success and manifest results, have already more than realized the hopes of its friends. In New York, Brooklyn, Newark, and other cities, classes of the teachers in actual service, and candidates for the office, are gathered together once a week, usually on Saturdays, which are sometimes termed Normal Schools; and these Saturday Schools are doubtless highly useful and important, but they necessarily lack the comprehensiveness of the true Normal School. That in Brooklyn was established in 1853, and had last year 421 pupils. Though its exercises are eminently practical, and addressed, not to novices, but to teachers while engaged in the business of instruction, and, though it aims to meet the points of difficulty and interest as they actually arise from week to week in the school room, the Superintendent affirms that the prescribed course of study has left very little time for instruction in the art of teaching, government, and methods of instruction.

NECESSITY AND RESULTS OF NORMAL SCHOOLS.

THE necessity of Normal Schools is at once admitted by all who duly consider both the difficulty and importance of the teacher's work; and it has been so fully proved by experience, and so unanimously attested by the most enlightened friends of education, at home and abroad, that further argument would seem superfluous, had we not just witnessed a somewhat extensive effort to abolish our system of education, of which the Normal School is the crowning feature. At the outset, the Normal School encountered bitter opposition. It was then a novelty in this country,

and it naturally met the experience of all innovations upon established usages. In a few cases, the local and denominational influence of academies were, for a time, arrayed against it, as likely to prove antagonistic to their interests and prosperity.

This opposition, though springing chiefly from ignorance or prejudice, long delayed the measure. Petitions were repeatedly sent to the legislature in vain, and it required fourteen years of persistent effort, and the influence and eloquence of John Q. Adams, Webster, Rantoul, Everett, Mann, Brooks, Channing, Putnam, Emerson, Carter, and others, and the offer of \$10,000, by private liberality, to secure even the mere trial of the experiment for three years.

But, happily, the Normal School is no longer an experiment in Massachusetts. The results have more than verified the predictions of its friends, and the prejudice and hostility, once so wide-spread, have given place to tacit approval, to general confidence, and cordial coöperation. It is not to be expected that all opposition should entirely cease, so long, at least, as some of the "wounded" in early conflicts still survive. The change in popular sentiment, on this subject, has been most encouraging, and the Normal School has been steadily growing in public favor, as time has tested the system, and developed its results. It is a significant fact, that it is most highly appreciated where the people have had the best opportunities of observing its actual working, and its influence upon the public schools.

The experiment, begun in Lexington more than twenty years ago, has commended Normal Schools, not only to the people of Massachusetts, but of the country. Their number is rapidly increasing, and, in view of measures already initiated in other States, it is confidently believed that the next five years will witness the establishment of a larger number of these institutions than all now existing in America.

In Europe, they have long been regarded as indispensable to a complete system of public instruction, and this conviction is rapidly spreading in America. The last year furnishes striking evidence of its wider diffusion in the number of schools established in the country,—the advocacy of the Normal system among the people, in educational conventions and journals, in the legislatures of dif-

ferent States, and in the public press. The question is up for discussion and action in almost every northern State, and the conspicuous example of South Carolina, already a success, will not long stand alone at the South.

In Massachusetts, Normal Schools never stood higher in popular favor than at the present time. Enemies they have always had, and must always expect. Our colleges even have not yet survived opposition. During the last year, we are informed, in the able Report of the Committee on Education, drawn up by General H. K. Oliver, that the leading assailant of our educational system, in a long petition to the Legislature, in favor of abolishing the Board of Education, with all its officers, and the Normal Schools, declared that "colleges are a nuisance ; there are already too many learned men ; the State is oppressed with them ; the professions are overcrowded ; knowledge is a power to do evil ; and the possessors of superior knowledge employ it to fleece those who have less ; and every graduate becomes a burden to the community, incapable of rendering a substantial equivalent for his support, and yet eating up the over-produce of five ordinary men." From such opposition, the College and the Normal School have little to fear. Such arguments in disparagement of learning plainly carry with them their own refutation, while they as clearly show the necessity of the most efficient agencies and institutions for the wider diffusion of education. One might now as well attempt to abolish our Correctional and Reformatory Institutions as to abolish that Normal system which tends so directly to lessen both the necessity and cost of prisons and reform schools. Perhaps nothing for the last ten years has tended more directly to heighten the popular estimate of Normal Schools than the late desperate effort to abolish them. The opposition has awakened inquiry as to the actual working and results of the system which has here and everywhere advanced in popular esteem in proportion as the people have observed its influence upon the public schools. Among the many proofs of their increasing popularity may be mentioned the fact that the very legislature, which was petitioned to abolish them, not only continued the usual appropriations undiminished, but made liberal provisions for the enlargement of two of the Normal School buildings ; and the fact that the aggregate attendance in

the four schools is now four hundred and thirty—a larger number than at any former time; and also the fact that the "Principals have not been able to supply the demand made upon them by committees for thoroughly qualified teachers."

The general estimate of Normal Schools was also drawn out, two years since, by the Secretary of the Board in replies to a circular sent to all the School Committees of the State in which they were invited to express their views with entire freedom as to the success or failure of Normal Graduates, and the excellences or deficiencies of their modes of instruction and influence. The testimonies of the committees were more satisfactory than was expected. Of the one hundred and seventeen towns where graduates of these schools had been employed, the committees of only eleven were decidedly opposed to them, (and it has recently come to our knowledge that the same committee, in one of the largest of these eleven towns, have changed their views, and now support the Normal System,) "while one hundred and six expressed themselves favorably with degrees of feeling from calm moderation to ardent enthusiasm." Every thing unfavorable in these replies was published. The Secretary thus sums up from them the generally admitted excellences and benefits of the normal system, which, "as tested by the experience of Massachusetts, needs no longer to be defended :

1. The graduates of the Normal Schools have disseminated better ideas of education, and they have stimulated the people to increased exertions in behalf of schools and learning.

2. During a period of nearly twenty years, they have continually and essentially aided in elevating the professional standard among the teachers of the State; and many improvements in methods of teaching were first introduced through the agency of the Normal School.

3. Speaking generally, their excellence in thoroughness and methods is admitted.

4. They have been distinguished for enthusiasm, devotion to their calling, system in teaching, and for the ability to elucidate clearly the subjects presented."

We are satisfied, from extensive personal observation of schools of all grades, and consultations with teachers, committees, and friends of

education widely through the State, that the Normal School has greatly improved the condition of a large number of our schools, introduced greater independence of text books in conducting recitations, and better methods of teaching, of influence, and of discipline, increased the proportion of female teachers, promoted greater permanency in the office, and favored associated efforts of teachers for mutual improvement and elevated popular sentiment in regard to the true nature of education, the qualifications requisite for teaching, the importance and dignity of the profession, and the wisdom and necessity of the more liberal support of public schools. The Normal School, visited as it has been by thousands, both in term time and at examinations, by its daily and occasional work, has been a silent educator of the popular mind, which may be illustrated by the single fact that the improved method of teaching Geometry, now almost universal, was first introduced into New England, by Mr. Tillinghast, at the Bridgewater Normal School. The dissemination of Normal methods of teaching by the graduates has often been much wider than the circle of their direct labors. In some towns, their schools have been regarded as models, and extensively visited by other teachers and parents, and their plans and processes introduced into the neighboring schools. The influence of Normal graduates in behalf of schools and learning has been effectively exerted, not in the schoolroom only, but in society, in town meetings, city councils, school committees, and in the halls of legislation. We have never yet met a *graduate* of a Normal School who was not an advocate of the system, and while opponents have betrayed great ignorance of its character, aims and results, its most earnest defenders are those who have had the best personal opportunities to test its advantages.

B. G. N.

A considerable portion of the preceding article was originally prepared for the forthcoming volume of Appleton's New American Cyclopædia.

The paint of a school blackboard will endure much longer if covered with a coat of copal-varnish, containing a minute quantity of very fine emery. It should become perfectly dry before it is used.—*Scientific American.*

"WHAT KNOWLEDGE IS OF MOST WORTH?"

THE old battle between the Classics and the Sciences was reopened about a year since by a very able article in the Westminster Review,* entitled, "What knowledge is of most worth?" The argument brought by this new champion in aid of the side which he espouses — that of the Natural Sciences — is so strong in itself, and so well and ingeniously stated, that many are ready to say, at once, that the battle is, at last, finished, and the question settled once for all. It will, perhaps, be well to consider how far this is the case.

It is a gratifying feature of the present phase of the discussion, and, at the same time, one which adds much strength to the position taken by the reviewer, that he discards entirely the mere utilitarian ground, or rather, gives the broadest and most generous interpretation to the words "useful" and "practical." We are tired and ashamed enough of that narrowness of mind which sees nothing beyond the ledger and barn yard, and are glad to have the question argued from the point of view of the highest truth and mental culture. The reviewer says :

"So far from thinking that the training and gratification of the tastes are unimportant, we believe the time will come when they will occupy a much larger share of human life than now. When the forces of nature shall have been fully conquered to man's use, — when the means of production have been brought to perfection, — when labor has been economized to the highest degree, — when education has been so systematized that a preparation for the more essential activities may be made with comparative rapidity, — and when, consequently, there is a great increase of spare time ; then will the poetry, both of art and nature, rightly fill a large space in the minds of all."

We may add, here, without claiming any superiority for our countrymen, either in respect to the theoretical discussion of systems of education, or skill in carrying these out, that the peculiarities of our situation have caused us, in practice, to give prominence, on the whole, to precisely the class of studies which the reviewer

* July, 1859.

recommends ; so that his strictures, which are directed at the strictly classical education, which prevails in England, do not apply to this country, but in a very limited degree. If, as is usual in disputed questions, the truth lies somewhere between the two extremes, it may be that we have, in America, hit, by a lucky accident, upon just about the right system.

The reviewer arranges the activities of human life into five classes ; “ 1. Those activities which directly administer to self-preservation. 2. Those activities which, by securing the necessities of life, indirectly minister to self-preservation. 3. Those activities which have for their end the rearing and discipline of offspring. 4. Those activities which are involved in the maintenance of proper social and political relations. 5. Those miscellaneous activities which make up the leisure part of life, devoted to the gratification of the tastes and feelings.”

With regard to the first three of these, the arguments adduced in favor of the science, will, we think, be controverted by none ; nor shall we hesitate long upon the fourth to agree that “ that kind of information which, in our schools, usurps the name history — the mere tissue of names, and dates, and dead, unmeaning events, has a conventional value only ; ” and that “ the only history that is of practical value, is what may be called Descriptive Sociology.” It may be remarked, however, that the details of Chronology are no more useless, than those of the natural sciences. It is as important to know the precise date of the execution of Charles I., as the exact number of the asteroids ; that is to say, neither is of the least importance in itself, but to teach history without dates would be as fruitless and bewildering as to teach astronomy without some definite figures to express distance, weight, bulk etc. The very definition of history implies that it treats of successions of events, and duration of time ; we must, therefore, have a sufficient number of landmarks, that is, dates, to show the rapidity of the growth of civilization, the formation of institutions, etc. Precisely how many such landmarks we are to have in history, and precisely what ones, are questions that can never be finally settled ; we must have enough, and ought not to have too many.

The fifth branch of activity, that which embraces the accomplishments of life, remains. It is in this alone that we are to find room

for the study of the classics ; except, of course, when they may be needful for a person's profession, as law, theology, or teaching, or in those rare cases, not so rare, however, as may at first sight be thought, in which Greek or Latin is actually used like a living language, as a convenient and almost necessary instrument to satisfy one's immediate wants. On this head, everything that is said by the reviewer in favor of the sciences is true ; only, as it seems to us, the whole truth is not said. We readily grant that science necessarily underlies the fine arts, painting, sculpture, poetry, music, and that it not only underlies these, but is itself poetic. All we claim is, and it seems to us that this is enough, that the claims equally help in producing and appreciating works of art.

When the reviewer argues that the knowledge of certain things is of only *conventional* value, he concedes all that we require. "Conventional" means "formed by agreement;" when we apply this term, therefore, to branches of knowledge, we mean simply, that there is a tacit agreement among cultivated people to know these things, and that a well educated person is expected to know them. Passing by the fact that such things are generally worth knowing on their own account, and, for that reason, have been selected by successive generations as things to be known, and admitting that, of course, the conventional should not have precedence of the useful ; we claim that, when we once admit the *elegant*, the *conventional* merely has a right to come in with it. Indeed, it cannot help it. The details of Greek mythology are of only conventional value. Now art is admitted as the highest form of elegant culture ; but how can a knowledge and appreciation of sculpture shut out Greek mythology in which it had its spring, and where it, even now, often seeks inspiration ? English literature is admitted, but how can the best writers of the Elizabethan age, or even at our own age, nineteenth century though it is, be understood without some knowledge of classic literature with which it is literally permeated ? We shall speak, at another time, of those who seek in the classics material form, or inspiration, original work of art or literature. We speak, now, only of the education of cultivated people ; and it must, we think, be acknowledged that the classics have equal claims with science as the handmaid of art and literature. If a picture by Turner needs the knowledge of Geology and Meteor-

ology for its full enjoyment, is it not equally true that *Paradise Lost* cannot be thoroughly appreciated without a close familiarity with classical antiquity? If Wadsworth's *Excursion* is beautiful only to a close student of nature, does not Gluck's *Orpheus* and Ewrydice derive its wonderful charm from the classical spirit with which every note is imbued? One argument then may be briefly stated as follows: If we are justified in spending any portion of our time in obtaining a knowledge that is not of practical use in life, if we admit elegant accomplishments at all, the classical languages, in virtue of their philosophical value, in virtue of the intrinsic excellence of their literature, in virtue of their intimate connection with all literature and art, in virtue of their very *conventionality*, present a valid claim to a place, if not the place, they have so long occupied, in a system of liberal education.

Let it be understood, here, that we speak of a liberal education, and not of a practical one merely. It is grievous to think of the aggregate time wasted in obtaining the mere rudiments of the classical languages by persons who are in sore need of other instruction, but who take up Latin for a few months, because, they think, it is well to know it, or it will help them to understand English, or learn other languages. It is well to know it, if a person has means and leisure to learn it thoroughly, and make use of it; but it is *not* well to have a mere smattering of it. As for understanding English, one would think the surest way to do this was to study English. Marsh's Lectures could be carefully studied, and a reasonable course of the best English writers read and enjoyed, in the time that a young girl in a high school is tediously half learning what, ten to one, she will forget as soon as she leaves school, and, in the former, she is doing the thing itself, in the latter, only acquiring a clumsy tool. And the third reason, that it will help to acquire other languages reminds us of the sapient person who would go from New York to Worcester and first started for Boston *via* Fall River, because the Boston and Worcester Railroad is so comfortable, and well managed. This is as wise a plan as to learn a very hard language like Latin, because the very easy languages, French and Italian, will come so much easier for it. In short, Latin is well worth knowing for its own sake, but it is only worth knowing well, and that is a thing that cannot be done in one year, nor in two.

We propose, in another number, to speak of the more special advantages of classical studies, not to cultivated persons, as such merely, but to producers in the world of mind.

W. F. A.

TO THE FRIENDS OF NORMAL SCHOOLS IN THE UNITED STATES AND BRITISH AMERICA.

THE Sixth Annual Convention of the American Normal School Association will assemble in Buffalo, N. Y., at 10 A. M., on Tuesday, the 7th of August next. Papers will be presented on the following subjects :

- I. *The Relation of Mental Philosophy to Education*; by Rev. B. G. Northrop, of Mass.
- II. *Normal Schools necessary to the building up of a Profession of Teaching*; by Prof. J. P. Wickersham, of Penn.
- III. *The Relation of Normal Schools to Popular Education*; by Prof. D. N. Camp, of Conn.
- IV. *Contributions to the Science of Education*; by Prof. Wm. F. Phelps, of New Jersey.

The following questions are proposed for discussion :

1. What is the true order of studies ?
2. Ought the sexes to be educated together in the Normal School ?

The subjects of the essays and addresses will also be open for discussion. A comparison of views on these important questions, collating the results of the varied experience of those actually in the work, in different parts of the country, cannot but render a valuable service to the cause of Normal School Instruction.

The usefulness of this society is indicated by repeated assurances that it has already afforded important aid and encouragement, both in the improvement of existing institutions, and in the extension of the Normal School System.

The representatives of the various Normal Schools are requested to bring with them a liberal supply of their Annual Reports, and

other documents relating to their schools, for distribution and exchange. The meeting of the National Teachers' Association will be held in the same place, immediately after the convention of this society.

The hotels in Buffalo offer to the members of the convention a reduction of one dollar per day from their usual charges. Ladies will be entertained gratuitously by the citizens of Buffalo. Fare from Boston to Niagara Falls and back, *via* Vermont Central Railroad and Grand Trunk Railway to Toronto, C. W., and thence, by railway or steamer, \$15.00, and from the Falls to Buffalo, fifty cents each way, making the fare for the whole excursion only \$16.

The *excursion* trains will leave Boston and Lowell Depot *only* on Friday, August 3d, and Monday, August 6th, at 7 1-2 A. M. Tickets, good to return for thirty days, can be obtained, by *all who desire to attend the meeting*, at the Grand Trunk Railway office, No. 5 State Street, Boston, and of the secretary.

WM. F. PHELPS, *Pres't.*

B. G. NORTHRUP, *Sec'y.*

Saxonville, July 7, 1860.

TICKETS for the Grand Educational Excursion to Buffalo, may be obtained at the office of the Grand Trunk Railway, No. 5 State Street, Boston, and of the subscriber, at the Educational Room, No. 10 Congregational Library Building, Chauncy Street.

Tickets will be for sale by July 25th, and it is very desirable that they should be purchased on or before August 1st.

W. E. SHELDON.

"PROPOSE continually to yourself new objects. It is only by constantly enriching your mind that you can prevent its growing poor. Sloth benumbs and enervates it; regular work excites and strengthens it — and work is always in our power."

"TO-MORROW is the day on which lazy people work and fools reform."

Resident Editor's Department.

EARLY AND LATE.—We issue the August number of the *Teacher* before the usual time, that it may reach our subscribers, in all parts of the country, before the summer vacation, and give timely notice of the Summer Educational Conventions. For a similar reason, and to include reports of these meetings, the September number will be published a few days later than usual.

EXAMINATION QUESTIONS.—Teachers and committees having printed *examination questions*, will confer a favor by sending copies to the office of the *Teacher*.

OUR friends, who will attend the meetings of the American Institute, are likely to be benefited by perusing our pages of advertisements.

THE advertisement of Bazin & Ellsworth, which appears for the first time in this number, represents the Temple of Fame, built upon the merits of Town and Holbrook's Readers and Speller. It displays ingenuity and taste, both in the designing and the engraving. The former was the work of one of the partners of the firm, and the latter, that of F. F. Oakley, Esq., of this city.

The base of the columns, the flight leading up to the temple gate, and the inscription which meets the eye, on approaching the entrance, fully explain the objects of the design. The Bible holds its appropriate place, as the keystone of the arch, and is guarded by Liberty and Justice. Above the arch appears "America," represented by a hemisphere, at the sides of which recline two figures, representing "Study." The edifice is surmounted by two figures. "Light" bears her torch, and "Science" holds in her hand a globe, inscribed "Smith's New Geography."

The design, taken as a whole, is evidently the result of some study, and illustrates the character of the publishers of the "Progressive Series," who, not satisfied with having met with a good share of New England patronage, are literally *carrying the war into Africa*, in the adoption of their series by the excellent and devoted Missionaries, stationed on that coast. Nor is this all. The Progressive series has been adopted in all the schools of Honolulu, Sandwich Islands; and a decree has gone forth from the native government that no other books, of the same purpose and design, shall be used in the schools throughout the Islands. N.

EDUCATIONAL READING-ROOM.—AMERICAN INSTITUTE OF INSTRUCTION.—Teachers who may attend the meeting of the American Institute of Instruction, to be held in Boston, August 21, 22, and 23, are invited to make free use of the Educational Reading-Room, Congregational Library Building, Chauncy Street, Room No. 10.

The Room will be supplied with the New York and Boston daily papers. All

the Educational Journals published in the United States and some other countries, will be found on the tables. The shelves contain, besides the Library of the American Institute of Instruction, specimen copies of most of the school books from the principal publishing houses in Boston, New York and Philadelphia.

Teachers are cordially invited to use the Reading-Room, not only during the meeting of the Institute, but whenever they may be in Boston.

THE FRANKLIN COUNTY COMMON SCHOOL ASSOCIATION held a meeting at Coleraine, on May 25 and 26, which is spoken of as having been a genuine success. At no previous meeting has there been so full an attendance. Lectures were delivered by Mr. E. A. Hubbard, A. M., and Professor J. N. Lincoln, of Williams College, on "School Government," and "The Ideal Scholar." The subjects chosen for discussion were: "Christianity in Relation to Common Schools, involving the Question of the Bible and Religious Instruction;" "Is it Expedient to Introduce the Elements of Agriculture into our Common Schools, as a Branch of Study?" and "Ought Common Schools to be kept in Session more than Five Days each Week?" Premiums were awarded to Miss Lydia Hall of Ashfield, Miss R. E. Purrington of Coleraine, and Mrs. Isabell H. Fisk of Shelburne, for essays, which were subsequently read, and met with so much favor that the Association, by vote, invited the authors to submit the essays for publication in the county papers.

THE PLYMOUTH COUNTY TEACHERS' ASSOCIATION met at Abington Centre, on June 15th and 16th. One hundred and fifty-seven teachers were present. Mr. Boyden of Bridgewater, lectured on "Labor the Condition of Success;" and Mr. Charles Hutchins of Boston, on "The Parents' Side in the Work of Education." Mr. Jenks of Middleboro' gave a highly interesting account of his recent visit to Sicily, and made extended remarks on the study of Natural History. Two questions were discussed: "School Examinations, by whom and how to be conducted;" and "What Changes are most needed in our School Text-Books?" For an essay by Mr. Alfred Bunker of North Bridgewater, on "The Objects of the Recitation, and the best Method of securing those Objects," was awarded the prize of five dollars. The constitution of the Association has been printed, with a list of its officers and the names of lecturers.

CHATHAM, Mass., July 3, 1860.

BARNSTABLE COUNTY EDUCATIONAL SOCIETY.—The semi-annual meeting of this association was holden on the 29th and 30th ult., at Brewster. The assembly was called to order by the President, Sidney Brooks, Esq., of Harwich. Prayer was offered by Rev. T. W. Brown of Brewster, and the minutes of the previous meeting at Sandwich were read by the Secretary, J. W. Cross, Jr., of Chatham.

The following question was presented for discussion: "What efforts can be made to prevent irregularity of attendance in our schools?"

The discussion was opened by Rev. Benton Smith of Chatham. He remarked that the responsibility in this matter depended mainly upon the parents, but so little care was taken by them he would throw the responsibility upon the scholars. There should be premiums offered in the several towns to encourage regular attendance, if it cannot be secured in any other manner.

A. B. Adams then spoke of the importance of this subject, and of the various punishments employed in his school, to prevent this irregularity. Among others, a rule was made by the committee, that six successive absences would prevent their remaining any longer in school for that term. This rule, in connection with the town clock, which towered above his schoolhouse, proved quite effectual means in securing uniform punctuality and attendance.

Rev. J. W. Cross of West Boylston, said the house of instruction should be a pleasant and attractive spot. The teachers should always have a smiling face and a warm hand to welcome their pupils. He thought in those towns where commodious and pleasant schoolhouses have been erected, and a general interest in the cause manifested, irregularity of attendance was in a great measure obviated.

At 2 o'clock P. M. the society assembled and the following topic for discussion was presented — *What are the best methods of securing good reading?*

This was opened by Rev. S. W. Brown of Brewster. He said children were allowed to read in a listless, careless manner, and their mistakes were not corrected on the spot as they should be, and the nature of the mistake fully comprehended. Pupils should be taught to study their reading lessons quite as much as any other exercise. Rev. Mr. Smith spoke of a more thorough drill of the vocal organs.

Rev. B. G. Northrop of Saxonville interested the audience in his usual happy style of remarks. He showed the importance of teaching the elementary sounds of the letters, as also their power; of training the ear in the sounds of the vowels; the importance of emphasis and a thorough drill of the vocal organs. A. B. Adams, J. W. Cross, Jr., and others spoke upon the question.

At 3 o'clock, the society listened to an interesting lecture from Rev. Jos. W. Cross of West Boylston. Subject — The Life and Writings of John Milton. The lecturer displayed much research in collecting interesting facts and incidents in the life of the renowned poet; and many fine passages were quoted from his writings, in which the varied talent and beauty of the bard were vividly presented. The lecture was listened to with marked attention, and was well received.

At eight o'clock, the society listened to a lecture by Rev. B. G. Northrop of Saxonville. There was a good audience, and the speaker gave a history of the origin and results of the Normal system of schools in our country. A full survey of the subject was presented, and the speaker, no doubt, infused much of the Normal spirit with which he is imbued into the minds of his auditors who listened to his able address.

The society adjourned about noon on Saturday. It was a very interesting, and doubtless profitable meeting for the cause of general education in Barnstable county.

J. W. CROSS Sec'y.

AMERICAN INSTITUTE OF INSTRUCTION. — The Thirty-first Annual Meeting of the American Institute of Instruction will be held in Boston, at the Tremont Temple, on the 21st, 22d, and 23d days of August.

The Board of Directors will meet on the 21st, at 11 o'clock A. M.

The Public Exercises will be as follows: On TUESDAY, the 21st, at 3 o'clock P. M., the meeting will be organized for the transaction of business. The usual addresses of welcome will be made, after which the following subject will be discussed: *Is it expedient to make Calisthenics and Gymnastics a part of School Training?*

At 8 o'clock P. M., a Lecture by C. C. Felton, LL. D., President of Harvard University.

On WEDNESDAY, the 22d, at 9 o'clock A. M., a Discussion. Subject: *Has purely Intellectual Culture a tendency to promote good morals?*

At 11 o'clock A. M., a Lecture by Prof. E. L. Youmans of New York city.

At 3½ o'clock P. M., a Lecture by Prof. James B. Angell of Brown University.

At 8 o'clock P. M., a Lecture by Rev. W. Ormiston of Hamilton, Canada West.

On THURSDAY, the 23d, at 9 o'clock A. M., a Discussion. Subject: *The Proper Mode of Examining Schools, and of Reporting thereon.*

At 11 o'clock A. M., a Lecture by M. T. Brown, Esq., Superintendent of Schools in Toledo, Ohio.

At 3½ o'clock P. M., a Lecture by Rev. A. H. Quint of Jamaica Plain, Mass.

At 8 o'clock P. M., Addresses by gentlemen representing the several States of the Union.

Ladies attending the meeting will be welcomed to the hospitalities of the citizens of Boston. Those who purpose to be present will greatly oblige the Committee of Reception, and will save themselves some inconvenience, by sending their names, as early as possible, to Mr. B. W. Putnam, Quincy School, Boston. The committee will be found at the Tremont Temple, August 21st, at 9 o'clock, A. M.

Arrangements for free return tickets, to be furnished by the Secretary of the Institute, have been made with the following railroads, viz : Old Colony and Fall River, Boston and Providence, Boston and Worcester, Western, Eastern, Maine, Boston and Lowell, Fitchburg, and Vermont and Massachusetts. Additions to this list of roads will doubtless be made, of which due notice will be given.

The preparations for the intellectual and social entertainment of the Institute, at its next meeting, are such as cannot fail to render the occasion one of great pleasure and profit.

D. B. HAGAR, *President.*

B. W. PUTNAM, *Recording Secretary.*

Boston, July, 1860.

AMERICAN NORMAL SCHOOL, AND NATIONAL TEACHERS' ASSOCIATION.—A Joint Meeting of these Associations will be held at Buffalo, N. Y., commencing on Tuesday, the 7th of August next, and continuing through the week.

The Normal Association will organize on Tuesday, at 10 o'clock, A. M. Introductory Address by the President.

The National, on the following day, at the same hour and place. Introductory Address by the President.

Lectures will be delivered, and papers presented, by the following gentlemen, viz. : Messrs. B. G. Northrop of Mass.; J. P. Wickersham of Penn.; D. N. Camp of Conn.; E. North of Hamilton College, N. Y.; John Kneeland of Mass.; William H. Wells of Illinois; E. L. Youmans of N. Y.

In view of the character of the gentlemen who are to lecture ; the subjects to be presented ; the sections of country and departments of instruction represented ; the general interest felt for both Associations throughout the States, and the locality of the place of meeting, (within an hour of Niagara,) it is expected that this will be the largest and most important educational meeting ever held in the United States.

The citizens of Buffalo will entertain the ladies gratuitously. A reduction in the hotel charges will also be made.

Notice about tickets is given on page 305.

For further information, address B. G. Northrop, Saxonville ; W. E. Sheldon, West Newton, Mass.

W. F. PHELPS, *President of the A. N. S. A.*

J. W. BULKLEY, *President of the N. T. A.*

BROOKLYN, June 13, 1860.

WESTFIELD NORMAL ASSOCIATION.—The sixth Triennial meeting of this association will be held at Westfield, on Thursday and Friday, the 2d and 3d days of August next.

The public exercises will consist of a Social Gathering at Normal Hall, Thursday

Evening, at 8 o'clock. Friday, at 8½ A. M., a Business Meeting. At 10½ A. M., an Address, by Rev. J. M. Manning of Boston, in the first Congregational Church, to be followed by the Dinner, in Whitman Hall, and a Social Meeting at Normal Hall, in the Evening.

All who have been members of the School, whether at Barre or Westfield, are cordially invited to be present, and participate in the exercises.

We are assured that the hospitality of our Westfield friends—so generous and complete on all similar occasions—will be extended to the former members of the School. Any who are not provided with places of entertainment, will please make application at Normal Hall.

Invitations have been extended to His Excellency, Gov. Banks, Hon. Eliphalet Trask, Hon. Geo. S. Boutwell, Hon. Geo. N. Briggs, Hon. Wm. G. Bates, Barnas Sears, D. D., Ariel Parish, A. M., Rev. A. H. Quint, Hon. Joseph L. White, Rev. Wm. A. Stearns, D. D., and Prof. S. S. Green.

Rev. Emerson Davis, D. D., David S. Rowe, A. M., William H. Wells, A. M., and most of the other past Teachers in the School are expected to be present.

Nothing will be left undone that can be done to make this a joyous and happy reunion. Let all those whose hearts beat happily at the remembrance of those earlier days come back this year and renew those early acquaintances and associations.

Any communication from those not able to be present, may be addressed to J. W. Dickenson, Esq., Principal of the Westfield Normal School. It is also particularly desired that, if any death has occurred among the graduates since our last Jubilee, a notice of it may be sent to Mr. Dickenson.

Free return tickets will be furnished, over the Canal, Connecticut River, Western, and Worcester Railroads, to all attending the Jubilee.

W. L. P. BOARDMAN, *Pres't.*

BRIMMER SCHOOL, Boston, July 5, 1860.

STATE NORMAL SCHOOLS.—The Schools at Framingham and Salem are designed for the education of Female Teachers; those at Bridgewater and Westfield, for the education of teachers of both sexes. Tuition is free to those who intend to teach in the public schools of Massachusetts, wherever they may have previously resided; and, if needed, pecuniary aid is also given to pupils from Massachusetts. The text-books required are mostly furnished from the school libraries.

The Terms commence, in each school, as follows:

At SALEM, on the last Wednesday of February and first Wednesday of September.

At FRAMINGHAM, on the first Wednesday of March and September.

At BRIDGEWATER, on the third Wednesday of March and September.

At WESTFIELD, on the fourth Wednesday of March and September.

Candidates for admission are examined on the first day of each Term; except at Framingham, where the examination takes place on the day preceding. For Circulars, or further information, apply to the Principals of the several Schools.

August, 1860.

THE PENNSYLVANIA STATE TEACHERS' ASSOCIATION meets at Greensburg, the 7th, 8th, and 9th days of August. — *The New York State Teachers' Association* meets at Syracuse, on July 31st, August 1st and 2d.

INTELLIGENCE.

MASSACHUSETTS. — The dedication of the ship Massachusetts, the school ship of the nautical branch of the State Reform School, took place on June 5th. About three hundred invited guests, members of the Legislature, and others, were taken on board. The company devoted a brief time to an inspection of the vessel, after which the ceremonies of the dedication took place in the school-room, between decks aft. Hon. B. C. Clark delivered this ship, and the schooner "Wave," into the hands of the Executive, in the name of the Commissioners. In his speech, he said :

"Potent for good, as the Trustees of this institution believe it to be, they still find the enterprise of so novel a character that they are not yet prepared to present to the Executive a code of rules and regulations. That important duty is, however, in the hands of a committee, and the result will be submitted to your Excellency at an early day. In this connection, the Trustees deem it proper to acknowledge the voluntary, prompt, and thoughtful kindness of the Navy Department at Washington in furnishing them with valuable books and voluminous documents for their guidance. To Robert B. Forbes, Esq., the Trustees are indebted for much information and important papers, among which is a very interesting report from the Trustees of the Liverpool School Ship. This institution is for "juvenile delinquents;" it is sustained by individual munificence, and its immediate patrons are the Honorable Earl of Derby, the Earl of Harrowby, and Lord Stanley, Member of Parliament. The Trustees entertain no feelings of discouragement (in view of a great general good) on account of the unpromising beginnings of those for whom this institution was formed. In the boys that come to this ship, the Trustees, of course, expect to find just so many crooked saplings in the forest of humanity; but, so long as it is seen that the gnarled, knotted, and blasted oak of fifty winters can be renovated and brought forth in living green, the Board will not doubt that the ill-rooted sapling of a few summers may be transplanted with good effect, and that the crooked little plant (bent, and dwarfed, and cankered, it may be, from neglect,) may, by genial culture, and the blessing of God on the humane effort, become a goodly tree."

Governor Banks concluded the dedication in a speech. — One of the Boston daily papers, from June 12, has, in a sentence, the following compound word : "the *keep-things-as-they-were* party."

MAINE. — The College Museum at Bowdoin has recently received four large cases containing marble slabs, with bas-relief figures upon them, taken from the palaces of Nineveh. They were purchased some time since. — The private cabinet of the late Professor Cleaveland has become the property of Bowdoin College by purchase. — Mr. Daniel McLaughlin has been making efforts to interest the citizens of Portland in the establishment of a State Institution for the Blind. He proposes that, when the sum of \$8,000 shall have been raised by private subscription, the State shall add an equal amount, with an annual appropriation of \$5,000. The petition, as well as the subscription list, has been signed by many liberal citizens.

NEW HAMPSHIRE. — Governor Goodwin, in his Address to the Legislature, delivered June 5th, says, with regard to public schools :

"The only system from which decidedly beneficial results can be anticipated, is that under which education shall be made a distinct department of the State government, with a permanent Secretary, selected expressly for his eminent and well

known qualifications and attainments, and holding office on a term which shall render him independent of the fluctuations of party politics. It should be his duty to receive and arrange for preservation, the school returns from the whole State; to conduct correspondence for the interchange of information and opinions with similar functionaries in other States, and with distinguished educators on both sides of the Atlantic; to hold educational conventions, and deliver lectures, once or oftener every year, at some central, or easily accessible place in each county, and prepare, annually, a report from the several towns, together with such recommendations for the improvement of the public schools as may be commended to his approval, by his observation, reading, and correspondence. It is doubtful whether it would be an object to associate a Board of Education with such a Secretary; especially as his functions would be advisory, and not authoritative. If, however, it be deemed expedient to create a board, its members should receive no compensation beyond the reimbursement of expenses actually incurred in attending stated meetings; an arrangement which would effectually prevent any from seeking or accepting the office, except persons sincerely interested in the cause of education. Were such a board constituted, it would, perhaps, be an open question of how many it ought to consist. For convenience of meeting, and despatch of business, three, or at most five, would be preferable to a larger number; while a board including a member from each county might be a means of deepening the interest in common school education throughout the State. It is believed by many, that the Teachers' Institutes, now sustained by law, have, in a great measure, failed to meet the wants of progressive education. It is worthy of inquiry, whether the money now required by law to be raised for this purpose might not be advantageously assessed upon the towns and cities, to defray the salary of a Secretary of Education, and the expenses of his office. It is for you to consider whether any change in the present system is advisable, and, if so, what that change shall be.

We thank Mr. G. N. Shepard for the following communication:

"Dear Sir,—In the July number of the 'Teacher,' on page 275, under the head of 'New Hampshire,' you say: 'The Teachers' Conventions or Institutes have been abolished,' etc. But the statement is erroneous.

"I was a member of the House Committee on Education during the recent session of the New Hampshire Legislature, and hereby inform you that no change has been made this year in the laws relating to the supervision of the Public Schools of the State of New Hampshire.

"Enclosed you will find the Bill reported by said Committee, which passed to its third reading without amendment, but, upon a call for the yeas and nays on its final passage, was defeated by a vote of 113 yeas, 123 nays.

"My interest in the 'Teacher,' as one of its subscribers, has prompted me to communicate the above information."

PENNSYLVANIA.—The editor of one of the Philadelphia papers says, under the date of May 26th, "Last week, in company with fifteen of our Public School controllers, and other gentlemen, interested in schools, we paid a visit to the principal Public Schools of New York and Boston. As a report will be made hereafter, we shall merely speak generally of the excursion.

"The school structures of New York and Boston are far in advance of our own. Each city has two or three buildings superior to those occupied by our High Schools. But we are not prepared to admit that — taken as a whole — their systems of instruction are better than ours. We can, however, introduce with advantage certain features from both, and the delegation, no doubt, will recommend such changes as seem expedient. The separate desk system of Boston, and the phys-

ical training pursued in New York, should be immediately introduced into Philadelphia schools.

In the matter of buildings, we shall be compelled to draw largely from both cities. Fire-proof structures, properly lighted, ventilated and heated, with suitable provision for ingress and egress, and a liberal allowance of play room, are the prevailing features of the new schoolhouses of New York and Boston.

Another feature struck us with surprise and pleasure — in every department we found a first class piano forte, and a teacher who could play on it with taste. The sum of \$10,000 was appropriated in New York, during the last year, for pianos alone.

Altogether, this visit has had the effect to disturb our self-complacency. Having ventured out of our shell, we have found reason to doubt our perfection, (heretofore a well-assured fact,) and the result has opened our eyes, astonishing us a good deal.

We do not say that we cannot teach our neighbors something — no doubt we can give them many useful hints — but it is not to be denied that they have opened our eyes to certain imperfections in our own schools."

We have received a copy of the *Twenty-sixth Annual Report of the Superintendent of Common Schools of Pennsylvania, for the year ending June 6, 1859*. We should like to give this deserving document a full review, had not the most important statistical facts, and the news of the establishment of the State Normal School at Millersville been already presented to our readers. But the information which Superintendent Henry C. Hickok gives of the Model School connected with the Normal Institution is new, and worthy of attention. He says:

"To the eminent professional abilities, and force of character of the principal of the school, J. P. Wickersham, are the public mainly indebted for the success of this gigantic experiment. The Model Schools of Massachusetts proved unsuccessful; none of those visited by Prof. Wickersham in other States and the Canadas were considered satisfactory, and, for a time, grave doubts existed in his mind as to the practicability of Model Schools in connection with Normal School training. The plan now in operation in Millersville was, at length, devised by him, and has been entirely successful in all respects. A few details may not be inappropriate here.

The Model Schoolroom is fifty feet by forty, with single desks for one hundred children of different ages; four recitation rooms, with one thousand two hundred feet of black-board surface; a private room for the principal of the Model School; and suitable apparatus to illustrate the studies pursued. The branches taught are the alphabet, pronunciation, spelling, reading, writing, drawing, vocal music, geography, grammar, arithmetic, and the history of the United States. There are about thirty class recitations daily. The classification, government and general management of the school are under the direction of the principal of the Model School, who remains all the time in the school room, except when business calls him to one of the recitation rooms.

The graduating class of the Normal School, and such other students of the scientific and classical courses as desire to obtain the teacher's diploma become the faculty of the Model School and do its teaching. The members of the senior class in the Normal School, having reached the class by a due course of study, and attended the course of lectures by the principal of the Normal School, on the theory of teaching, take their place as a class, and do the teaching of the Model School. All the members of the class attend the opening exercises of the Model School, after which, during the day, each student teacher has such recitations, and at such times, as suits the necessities of the school. At present, they teach, each, one hour per day, and in that time hear two classes. These are changed every month with the view of

giving more general practice. Mutual visitations take place, among the student-teachers before the changes take place, in order to harmonize their methods.

The principal of the Normal School spends two days each week in the Model School, for the purpose of witnessing the methods of teaching, and the skill with which they are applied. The student-teachers meet the principal of the Normal School on each alternate day for a class recitation in the practice of teaching. The order of exercises at their meetings is as follows: "First. Inquiries on the part of the student-teachers in reference to points of difficulty in teaching; Second. Remarks by the principal upon the observations made in his visits; Third. Methods of teaching each branch of study, considered in detail, and with respect to the principles upon which all true methods must be founded."

The recitations of the student-teachers in the Model School are so arranged that they do not take place while the senior class is engaged in the Model School.

The following are the advantages of a Model School, conducted upon this plan:

"1st. A high degree of class-interest is created on the part of the student-teachers. 2d. The recitation of the student-teachers to the principal, gives point and system to their teaching. 3d. Such watchful inspection guards both the interests of the student-teachers and their pupils. 4th. The pupils in the Model School are well taught, and are not subject to the experiments of the ignorant or untrained. 5th. It secures six months to the student-teacher, in which to practise the art of teaching. 6th. The members of the class engaged in teaching do not lose any recitations in the Normal School."

The present senior class is one of unusual promise. When they graduate in April next, the rich first-fruits of our first State Normal School, will be such as to challenge the severest scrutiny of the most captious and unbelieving opponent of special Normal training for teachers. One of the most attractive and convincing performances during the official inspection, was the teaching done by this senior class in the Model School. If they and their successors, when they receive their State diplomas, go out, with devoted loyalty of purpose, into the famishing Common Schools that need their services, and eagerly await their coming, such revolutions will be made in the communities where they may locate, as will, in the outcome, amply reward their labors, and lift the Public Schools, under their charge, to the level of undisputed superiority.

The recognition of the first Normal School under the act, secures, amongst others, the following points: 1. An example for the study and guidance of other Normal School districts, without the risk and expense, on their part, of untried experiments. 2. A source for the supply of thoroughly trained teachers for the Common Schools. 3. A State standard for the professional qualifications of teachers. 4. State certificates not only to graduates, but to Common School teachers of the required experience, who may be able to pass a successful examination.

The favorable influence of these few settled propositions, will be felt to the remotest limits of the Commonwealth.

OHIO.—The Sixth Annual Report of the Hon. Anson Smyth, State Commissioner of Common Schools, is an interesting document. It opens with the complaint that about one-half of the counties failed to send their reports to the Commissioner's office at the proper time, which caused considerable delay in the publication of the general report. During the school year 1859, the receipts for Common Schools amounted to \$3,225,129; expenses, \$2,582,074. White youth between 5 and 21 years of age, 852,427; colored, 13,914; total, 865,914. Common Schools, 11,338; High Schools, 151; German and English Schools, 53; Colored, 131. Pupils enrolled in the schools during the year, 600,034; average daily attendance, 350,399. Average length of time the schools have been kept in session during the year — Common, 6 months 6 days; High, 8 m. 21 d.; German and

English, 7 m. 15 d.; colored, 4 m. 19 d.; private and select, 4 m. 5 d. Teachers employed during the year, males, 10,386; females, 9,158, = 19,544. Their average wages per month in Common Schools — males, \$27.82; females, \$16.29; High Schools, m., \$66.52; f., \$33.85; German and English schools — m., \$32.20; f., \$22.68; Colored Schools — m., \$26.90; f., \$21.89; Private and Select Schools — m., \$37.47; f., \$18.77. Number of schoolhouses heretofore erected, 9,804; their value, \$4,126,699; schoolhouses erected in 1859, 475; valued at \$282,443. The abstracts on pp. 42 to 46 give a humiliating view of "*professional*" teaching. The members of county school examiners were selected not only from teachers and superintendents of schools, but we find that nine-tenths of them were clergymen, lawyers, physicians, mechanics, farmers, agents, surveyors, druggists, merchants, editors, printers, law students, and engineers. — Thirteen Teachers' Institutes have been held during the year, ending August 31, which lasted together 33 weeks, and were attended by 1,591 teachers. Mr. Smyth touches the present condition of colored children of Ohio. According to law, one or more Colored Schools may be established and continued in townships, when there are at least thirty colored scholars, and their average attendance falls not below fifteen. This law has raised two questions. The first, "Are colored children entitled to be instructed in schools intended for white youth?" has been answered in the negative by the Supreme Court of Ohio, if such children have five-eighths white and three-eighths African blood, and are distinctly colored. The second question, "What is to be done with colored children living in towns where there is no Colored School?" has not been answered by the Legislature. There are, at present, 416 districts, with about 10,000 colored children, who do not attend school. The Commissioner respectfully, and we think very properly, suggests so to amend the statute relative to the whole subject of Colored Schools and the education of colored children, that its provisions can, without difficulty, be understood.

In conclusion, Mr. Smyth makes a very earnest and impressive appeal to the General Assembly, the people of each township, the examiners of candidates for the teacher's office, and all the teachers, to take to heart the education of the young.

The great hurricane which occurred in the southern part of this State on May 22d, did a great deal of damage in Cincinnati. Fifteen churches and schoolhouses were either unroofed, or otherwise injured. According to the Cincinnati Gazette, the Fourteenth District Schoolhouse sustained the most injury. The roof was torn from its place, and, after being rent in many fragments, was whirled to all parts of the surrounding neighborhood. The ceiling, and portions of loosened bricks and mortar, together with rafters and heavy timbers, fell inward with a heavy crash, creating, among the five or six hundred children in attendance, the greatest possible confusion. The room into which the rubbish descended was very fortunately used only as a recitation room. Had the number generally apportioned to a room been seated in it, the loss of life would have been fearful; as it is, the death of one interesting little girl, it is thought, will be the result." — Henry T. Crawley, teacher in the Mount Auburn Female Seminary, while escorting two ladies home from the opera, was stabbed in the breast by some rowdies, causing instant death. The murderers have not been arrested. Mr. C. was a graduate of Acadia College, Nova Scotia, and of the Harvard Law School at Cambridge.

Soon after his admission to the bar, about five years since, he received the appointment of Professor of Mathematics at the Mount Auburn Institute, Cincinnati. The event has cast a deep gloom over the institution where the long and faithful services of the deceased had won for him the affectionate regards of officers and pupils, and has created the most intense excitement throughout the whole city, where he was widely known and esteemed.

MICHIGAN.—We stated, in our March number, that General Cass had presented to the city of Detroit a building lot for a schoolhouse, valued at \$15,000. From what we have learned since, it seems that the offer was accompanied by stringent provisions. The first donation was of a small, three-cornered piece of ground, on condition that the city should, within a stipulated time, build thereon a fountain, with a suitable fence. The second was a lot near the former, on condition that the city should, within one year, build a schoolhouse after a prescribed model, which would cost \$21,000. The third was of a piece of land containing a little less than four acres, for a public park. This was accompanied by the requirement that the Common Council of the city should enclose it with a suitable fence, lay it out with walks, and plant it with trees and shrubbery without delay; and at all times keep in good order and condition, and from time to time renew the erections and continue the improvements on a scale commensurate with the growth of the city, in and about that locality; and, to prevent misunderstanding, a plan adding a fountain in the centre is attached and referred to, as showing the mode of laying out the park, the position of the walks, fences, trees, and shrubbery. The whole is accompanied with the express stipulation that, in case of any failure to carry out the foregoing stipulations in good faith, the premises with all improvements shall revert to the grantor and his heirs.

The Common Council of the city having accepted the donations, a resolution was offered by Alderman Wm. Hale rescinding the former action of the Council, which he sustained by remarks, in which he took the ground that the Common Council had no power to accept the donation and assume the burden of complying with the annexed conditions; that it was beneath the dignity of the city to accept land for a public park, hampered by so many arrogant and supercilious conditions on the part of the grantor; that the donations were insignificant in amount, the principal one, for a public park, being worth no more than three thousand dollars at the present time, and were prompted by assurances of private gain, in the disposal of building lots, the whole land surrounding the proposed park being owned by Gen. Cass, and laid out in building lots, for sale; that an expenditure of money would be required, now and hereafter, to comply with the conditions, so large as to make it inexpedient, even if the Council had the power to accept the proffered gift.

ALABAMA.—“*The Southern Teacher*,” edited by W. S. Barton, contains, in its May number, the following passage:

“It is pleasing to see our leading articles copied in the best journals. We have several new contributors. Our list already is not only respectable, but compares favorably with the best. We have been credibly informed that several of the Northern periodicals are dependent on Southern writers for the best articles that grace their pages. Southern journals need not despair of success. Let the South give her

own periodicals the support they merit, and it will not be long before she will have a healthy literature of her own."

We quoted, on page 197 of our May issue, an extract from another Southern paper, and are glad to learn, that while, up to April, 1860, it was "the time-honored custom" to "send North for every species of family reading;" one month later, several of the Northern periodicals depend on Southern authors for their best articles.

CALIFORNIA.—Mr. John C. Pelton, a native of Maine, but for several years Superintendent of the Public Schools of San Francisco, has been chosen, by the California Legislature, Superintendent of the State Reform School, a building for which is in process of construction at Marysville. Mr. Pelton is now on a visit to the Atlantic States for the purpose of examining our reformatory schools for juveniles.

OREGON.—The effort made by Rev. President Marsh, (in which many Boston people are interested,) to raise \$20,000 to endow Oregon College, has resulted in raising \$14,000, on condition the whole sum is raised. A cause of so much importance, and in which New England has so deep an interest, ought not to be allowed to fail for want of \$6,000.

BOOK NOTICES.

HOW TO ENJOY LIFE; or, Physical and Mental Hygiene. By WILLIAM M. CORNELL, M. D. Philadelphia: James Challen & Son. Boston: Crosby, Nichols, Lee, & Co.

A part of this book was published, some time since, under the title "Sketches on Clerical Health." In the present volume, the case of the clergyman is selected as a specimen for all literary and studious persons, whether they be men or women, and the facts stated are rendered more general in their application. The author says, in his Introduction: "One of the greatest evils which young people have to struggle with is, not knowing how to take proper care of themselves. They do a thousand things to their injury which they would not, did they know how to manage themselves. On these points they need instruction, and a text-book on this subject seems as necessary as one upon Grammar, or History, or Natural Philosophy." This work is entirely practical; the author's views are correct, and, presented in clear and vigorous language, make a deep impression upon the reader's mind. This book deserves a wide circulation and a careful perusal.

THE ELEMENTS OF PRACTICAL ARITHMETIC. Being an Explanation of the Fundamental Processes of Arithmetic, with their Application to Compound Numbers; Comprising Copious Exercises. By WILLIAM VODGES, LL. D., and SAMUEL ALSOP. Philadelphia: E. C. & J. Biddle & Co. 1860.

These "Elements" comprise the first 128 pages of the authors' Treatise on Practical Arithmetic, and have been published separately, to subserve economy.

THE PROGRESSIVE SERIES OF TEXT-BOOKS IN READING AND SPELLING. By SALEM TOWN, LL. D., and NELSON M. HOLBROOK. Boston: Bazin & Ellsworth. This Series comprises The Progressive Pictorial Primer, the Progressive First,

Second, and Third Readers, all of which are illustrated. The Progressive Fourth and Fifth Readers, The Progressive Speaker and Reader, and The Progressive Speller and Definer.

HARPER'S SERIES OF SCHOOL AND FAMILY READERS; consisting of a Primer and seven Readers. By MARCIUS WILLSON, Author of "Primary History," "History of the United States," "American History," and "Outlines of General History." Published by Harper & Brothers, Franklin Square, New York. 1860. For sale in Boston by Brown & Taggard, and E. E. Boynton, agent, office at Dutton & Co.'s, 106 Washington Street. The Primer and the first four Readers are now for sale.

Our pages of advertisements have made the readers of this journal acquainted with these two series of text-books in Reading. Both are published by well-known firms; for both the publishers have done their best as far as paper, printing, binding, and price are concerned; both are the result of much diligence; and for both the attribute "best" is claimed, at least relatively, if not absolutely. The one has lived already a number of years, made many friends, and done much good, while the other is just springing into existence, and will have to fight its way through a flood of adversaries or rivals. The former adheres to a system hitherto considered the best for American schools, while the latter strikes out a path comparatively new in this country; the one uses pictures only in the first books, while the other is, or will be, splendidly illustrated from the beginning to the end.

It is not our intention, however, to compare these two series with each other, and we turn, therefore, first to *Town's and Holbrook's Readers*.

The Primer is strictly progressive; abounds in characteristic and interesting illustrations, and, while claiming neither exclusive originality nor striking novelty, is the best book of its kind we have seen. Some of the sentences on pages 11, 12, 13, 19, 23 and 26, are too long or too compound for the first pages of a primer. The First and Second Readers contain reading exercises, composed of words and sentences that are perfectly familiar to children. The colloquial style of a great portion of the exercises will, under proper instruction, develop volubility and flexibility of the voice; and the errors of pronunciation that are frequently experienced and pointed out in the beginning of the lessons, will awaken the children's attention. The questions found at the end of each lesson are at least harmless, but may, under proper management, be of considerable use to the scholar.

The Third, Fourth, and Fifth Readers contain, in their first pages, the principal rules of articulation, accent, emphasis, inflection, and modulation, which are given in plain and precise language. To avoid monotony in teaching, these rules are interspersed with reading lessons, which, by italics, have been made to serve for illustration and application. The general reading-exercises fill, respectively, three-fourths, two-thirds, and one-half of the Readers. They contain facts, truths, and sentiments worthy to be remembered, and cannot fail to exercise a good moral influence. They are useful, interesting, many of them new, and have been well arranged. We would not speak with so much assurance, if our opinion, derived from a pretty thorough examination of these Readers, had not been confirmed by the testimony of some of our friends, who have used these books in their schools for several terms. *The Progressive Speaker and Common School Reader* contains, on 528 pages, pieces suitable for declamation and for animated, spirited reading.

An effort has been made to place before the young, for repeated perusal, some of the nobler specimens of attainments and achievements of the intellect and heart; to present inducements to study and labor, by the winning force of illustrious example; to excite admiration and love of human excellence by its results; and to cultivate a taste for useful and solid reading. Sameness has been avoided by giving a great variety in subject and style. *The Progressive Speller*, which, like the *Readers*, adheres to Dr. Webster's orthography and pronunciation, is the last book of the series in order, but not in value. We should like to give it more especial attention in one of our future numbers.

Harper's Readers recommend themselves by their illustrations, which are numerous, finely executed, and, on the whole, well chosen. Neither in Europe, nor in this country have we ever seen a series of readers so well and richly illustrated as Harper's. These cuts will, doubtless, win the favor of many a teacher and school officer, and pave the way for the final introduction of Harper's into schools. Another superiority of these Readers over many others consists in the great amount of useful reading matter. A careful examination of these books induces us, however, to abstain, for the present, from any extended criticism. The architecture, the proportions, and the real value of a structure cannot be fully seen until the building is completed, or the builder's plan lies before us. If it is Mr. Willson's intention to publish reading tablets, his Primer will appear in a different light from what it does now. If the books are intended for school *and* family readers, we may expect directions not only to the teachers, but also to guardians and parents. If they are to be considered as school books, to be used *only* occasionally in the family, we shall have to measure them by another standard. A new school book has to encounter so many obstacles that we are unwilling to throw any difficulties in its way; yet, on the other hand, an author's new work will always be judged in the bright light which has been created previously by similar publications. The five books now published may require some alterations of single words, sentences, or pieces in subsequent editions. We wish to be just to these books, and give them an extended notice as soon as we are able to see the whole work, or to get full information with regard to the plan. We recommend them to our fellow teachers for a careful perusal, and hope that the branch of reading may be greatly benefited by this new publication.

AN APOCALYPSE IN ORTHOGRAPHY. By CALEB B. JOSSELYN. Boston: Walker, Wise, & Co. 1860.

A future number will contain the leading ideas of this publication.

THE EDUCATIONAL RECORD, devoted to Education, the Art of Teaching, Science, the Industrial Pursuits, and the Home Circle. Semi-Monthly. Published by D. L. Sanders, Lancaster, Pa. \$1 a year.

The first number of the first volume, published on the first of June, contains quite a variety of original and selected articles, besides four quarto pages of advertisements. The Record will promote mainly the interests of Lancaster County. How well it will represent the intelligence of that county, and how thoroughly it will cover, with its four leaves, the wide field, voluntarily chosen, remains to be seen.

THE GEM. Philadelphia, June, 1860. No. 2, Vol. 1.

Another new periodical, published, we think, by James Challen & Son, written for the "little folks," and illustrated with pretty cuts. It is sent for 30 cents a year.

A SUGGESTIVE GRAMMAR OF THE ENGLISH LANGUAGE, with Pictorial Exercises. By I. H. NUTTING, A. M., M. D. Boston, J. M. Whittemore & Co., 114 Washington Street.

SUGGESTIVE AIDS TO ENGLISH COMPOSITION. By I. H. NUTTING, A. M., M. D. Boston, J. M. Whittemore & Co., 114 Washington Street.

A very able review of this Grammar appeared in our February issue, and additional weighty recommendations were given in the advertisements of our March number. We hail the appearance of this work with joy; for we know that its peculiarities will awaken controversy which is likely to establish and propagate some truths hitherto unknown. The author manifestly cares more about truth than his Grammar, and is sure to gain, not only by the approval of his friends, but also by the fault-finding of his adversaries. We recommend this work to all teachers who like to think for themselves.

THE AMERICAN JOURNAL OF EDUCATION. Quarterly. Edited by HENRY BARNARD, LL. D. Hartford, F. B. Perkins. New York, F. C. Brownell.

This June number closes the eighth volume, and is as rich in information as its articles are interesting and valuable. Its contents are: 1. Portrait and Memoir of John Griscom. 2. Historical Development of Popular Education in Germany. 3. Course of Instruction in the Primary Schools of Germany, by Professor Stowe, Dr. Mann, and others. 4. System of Public Instruction in Prussia. 5. Subjects and methods of Instruction in the Primary Schools of Prussia. 6. Memoir and Portrait of Thomas Sherwin. 7. The School and the Teacher in English Literature. 8. Public Instruction in the Kingdom of Bavaria. 9. Educational and other Benefactions of Boston. 10. Memoir and Portrait of William H. Wells. 11. Agricultural Education. 12. Public Instruction in Belgium. 13. Public Instruction in Holland. 14. School Discipline. 15. Instruction in Singing. By Dr. E. Hentschel. 16. Polytechnic Schools. 17. Teachers' Institutes. 18 School Architecture. Index to Volume VIII.

ILLUSTRATED CATALOGUE OF PHILOSOPHICAL APPARATUS. Edward S. Ritchie, 313 Washington Street, Boston.

This catalogue contains descriptions of more than twelve hundred pieces of Apparatus, is illustrated by three hundred engravings, finally executed, and bears commendatory letters from some distinguished scientific men in the country who have used Philosophical instruments constructed by Mr. Ritchie. Teachers who will visit Mr. R.'s spacious warerooms will be gladly welcomed.

THE FIFTH ANNUAL REPORT OF THE SUPERINTENDENT OF THE BROOKLYN PUBLIC SCHOOLS, for the year ending Jan. 31, 1860, contains a short history of the organization of the present school system. There are now in Brooklyn, Williamsburgh and Bushwick, 452 teachers; 49,324 pupils, and 36 schoolhouses. Mr. Bulkley discusses questions that concern these schools, and speaks of some important elements which enter into the management of graded schools. The "Conclusion" is full of encouragement and hope.